



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105992

DfES Number: 581754

INSPECTION DETAILS

Inspection Date	16/06/2004
Inspector Name	Julie Neal

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Otters Pre-School
Setting Address	East Budleigh Village Hall Wynards Road, East Budleigh Budleigh Salterton Devon EX9 7DU

REGISTERED PROVIDER DETAILS

Name	Little Otters Pre School 1002116
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ORGANISATION DETAILS

Name	Little Otters Pre School
Address	Little Otters Pre School East Budleigh Village Hall Wynards Road, East Budleigh Budleigh Salterton, Devon EX9 7DU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Otters Pre-school is located in the village of East Budleigh in East Devon. It is registered to provide sessional day care for 26 children from three to five years. There are currently 40 children on the register and the group is in receipt of funding for three- and four-year-olds. They are currently supporting two children with special educational needs. Little Otters is managed by a voluntary committee and six staff are employed to work with the children, three of whom have appropriate early years qualifications. The pre-school operates in East Budleigh village hall where a large hall, toilets and separate kitchen are available. There is an adjoining public playpark and an area of the village hall garden and car park can be sectioned-off for outside play. It is open during term time from 9:30am to 12:00 noon every weekday morning, and there is a lunch club on Tuesday and Friday running from 12:00 to 13:00. The setting has received support from the EYDCP over the past year.

How good is the Day Care?

Little Otters Pre-school provides good quality care for children. Staff ensure a welcoming and child friendly environment, with space used well to support care, learning, and play. The setting is well organised with high staff to child ratios and effective staff deployment ensure children receive good levels of support.

Children take part in a good range of activities that support learning and development. These are interesting and stimulating, and good account is taken of the needs of different age groups. Activities are well supported by an extensive range of resources which are easily accessible to children, and children confidently self select. Staff develop good relationships with children. They are very supportive and engage with them well. Behaviour is managed in a calm and consistent manner, and staff have a very positive approach, valuing and encouraging good behaviour. They show a good understanding of equal opportunities issues and ensure a supportive and inclusive environment. There are very good arrangements in place to ensure that children with special needs are supported and enabled to fully participate.

Staff have a high regard for the safety of children. There are comprehensive risk assessments in place that are regularly reviewed and updated. Premises are secure and there are good systems in place to ensure children are safe. However, some staff's knowledge of child protection is insufficient. Hygiene routines are promoted effectively and children are learning these well.

Parents are provided with generally good quality information about the setting, and are encouraged to take an active role within the pre-school. Staff work well with them to meet children's needs. They are made welcome within the setting. Most documentation is maintained appropriately and shared with parents. However, some policies and procedures need to be reviewed.

What has improved since the last inspection?

At the last inspection it was agreed that written permission from parents for emergency medical treatment would be sought. This has been done and appropriate consents are in place.

What is being done well?

- Children take part in a very good range of activities that support learning and development. These are well supported by a good range of resources.
- Space is used well to support care, learning and play. Staff ratio's are good and they are deployed effectively.
- Staff show a high regard for children's safety. Comprehensive risk assessments are in place and these are regularly reviewed.
- Staff demonstrate a good understanding of equal opportunities issues and provide include all children effectively. There are very good arrangements in place to support children with special needs.
- Staff manage behaviour well and have a positive and consistent approach.
- Staff work well with parents to meet individual children's needs. Parents are made welcome within the pre-school and encouraged to take an active role.

What needs to be improved?

- staff knowledge of child protection issues.
- the detail in some policies and procedures to ensure they relate to this group specifically.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
13	Develop staff knowledge of child protection issues
14	Continue to review policies and procedures to ensure that all required by National Standards are in place and appropriate to the setting.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Little Otters Pre-school provides good quality nursery education and children make generally good progress overall. Children are making very good progress towards the early learning goals in personal, social and emotional development, physical development, and creative development.

Teaching of the children is generally good. Staff show good knowledge and understanding of the early learning goals and stepping stones. Planning makes clear links to each of the six areas of learning, and to key aspects of learning, although not all areas receive an equal emphasis. Staff have developed good systems of observation and these are used effectively in planning the next steps for individual children. However, methods of recording assessments of individual children's progress are not sufficiently linked to the early learning goals. Staff regularly evaluate the effectiveness of activities in achieving the learning intended, and these evaluations are used well to ensure there are appropriate levels of challenge for children. Support for children with special needs is very good, with staff working closely with external agencies to ensure individual needs are met. Plans for children with special needs are clear and focused. Staff manage behaviour well, they are positive and consistent, with high expectations of children.

Leadership and management of the setting is very good. The provision is very well organised with an enthusiastic staff team that are supported very well by the pro-active committee. There are effective processes to enable the setting to identify its strengths and areas for improvement.

Partnership with parents is generally good. Staff work well with them to ensure individual children's needs are met, and they are generally kept suitably informed about the curriculum and their children's progress.

What is being done well?

- Children are confident, relating well to each other and adults. They concentrate well, and behaviour is good. They communicate very well and enjoy the excellent range of musical activities.
- Children count well and demonstrate good number recognition, and are developing good problem solving skills. They explore and investigate the properties of the natural world confidently, and show a good understanding of time and place.
- Children move very confidently within their environment, and benefit from daily opportunities to spend time in outdoor activities. They are encouraged to express themselves creatively, and staff support child initiated activities well.

- Support for children with special needs is good, and staff work well with parents and external agencies to meet individual needs.

What needs to be improved?

- opportunities for children to practise linking sounds and letters in informal everyday contexts.
- regular planned activities that encourage the development of calculation and ICT skills.
- systems of feedback to all parents about their children's progress towards the early learning goals.
- systems of recording assessments of children's progress

What has improved since the last inspection?

At the last inspection it was agreed to develop special needs policy that related effectively to the Code of Practice; and to provide opportunities for children to record their own observations in various ways. These have been addressed effectively. It was also agreed to develop partnership with parents to involve them in assessments of children's progress. This has been partially addressed and is under development. The setting has made generally good progress overall since the last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show high levels of confidence and self esteem. They concentrate well and persist for extended periods at activities of choice. They relate well to each other and to adults, and co-operate well. Behaviour is good and children show an understanding of rules and routines. Children are developing good levels of personal independence and self care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate confidently. They use language well to explore their thoughts and ideas, and are developing a good descriptive vocabulary. They understand that print has meaning and use books appropriately. They write well for a variety of purposes and are developing good handwriting skills. Children are learning to link sounds and letters but do not have regular opportunities to practise this, particularly in informal everyday contexts.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently and accurately. Their number recognition is good, and they are learning effectively about shape, size and measure. Children's understanding of positional language is good and they use it appropriately, and they are developing effective problem solving skills. Children are learning basic calculation, however they are not regularly taking part in activities that develop these skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and investigate confidently, and are developing a good understanding of the natural world. They are learning effectively about their own and other cultures, and show a good understanding of time and place. They use ICT equipment as part of their play, but do not take part in regular planned activities to develop their knowledge.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move well in their environment showing co-ordination and control, and are developing good spatial awareness. They use a good range of large and small scale tools and equipment. They are developing good awareness of their bodies and how they work.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use a good range of media and materials to express their thoughts, feelings, and ideas. They take part in an excellent range of musical and dance activities, and use their imaginations well in role play. They take part in interesting, pre-planned art and craft activities and also regularly express themselves in non adult directed activities with no defined end product.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Continue to develop planning to ensure that all aspects of each area of learning receive an equal balance of planned activities. Ensure that children are able to regularly practise what they learn in all areas in meaningful, informal contexts.
- Review systems of recording assessments for individual children to ensure these link fully with the early learning goals and stepping stones.
- Develop systems of feedback to parents about their children's progress to ensure that all parents are kept well informed.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.